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ABSTRACT

A report on three regional conferences for educators and business representatives on the ways both groups can best serve the needs of liberal arts students is presented. The basic agendas of the conferences, which were sponsored by the Association of American Colleges, are outlined, and speakers participating in each category are listed. Excerpts of conference presentations by 14 corporate executives and recruiters from public and private organizations are also included. In addition, descriptive summaries of 40 campus-based programs linking liberal education with a career focus are provided. The programs of various colleges are categorized as follows: comprehensive programs with career emphases, new concepts in career guidance, faculty and executive involvement, internships and field studies, nontraditional students, and curricular innovations. An additional focal area of the conferences was hiring the liberal arts graduate. An address list of speakers and panelists is appended. (SW)

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Liberal Learning and Careers Conference Report

by

Janis L. Moyer

U.S. DEPARTMENT OF EDUCATION
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Association of American Colleges

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TABLE OF CONTENTS

		Page
I.	**Introduction**	1
II.	**Outlines of Conference Programs** Basic agenda of each conference, including the lists of speakers participating in each category.	2
III.	**Corporate Presentations** Excerpts from the remarks of each corporate speaker, reflecting both individual opinions and company policies.	5
IV.	**Campus Programs** Descriptive summaries of campus-based programs linking liberal education with a career focus.	20
	A. Comprehensive Programs with Career Emphases	20
	B. New Concepts in Career Guidance	24
	C. Faculty and Executive Involvement	28
	D. Internships and Field Studies	32
	E. Non-Traditional Students	38
	F. Curricular Innovations	41
V.	**Address List**	45
IV.	**Index**	49

I. INTRODUCTION

The Association of American Colleges sponsored three conferences in 1981-1982 on the topic of Liberal Learning and Careers. These conferences brought together 300 people from education and business for dialogues on integrating career preparations and a liberal education. These conferences were held December 3-4, 1981 in Philadelphia; April 1-2, 1982 in Chicago; and November 18-19, 1982 in New Orleans.

The conference format included both formal presentations and informal discussions. Although many of the ideas fostered through these exchanges were not recorded and consequently could not be incorporated into this report, excerpts from the formal presentations of corporate and college speakers are included. This report also presents summaries of campus programs featured at the three meetings. These programs by no means represent the entire range of activities underway on campus today. Rather, they are a sampling of efforts, some innovative and others examples of basic programs, strengthening links between a liberal education and a career perspective.

This conference series is one component of AAC's efforts to promote public understanding of liberal learning. Other activities include two annual networks of member colleges hosting special events to involve their local communities in liberal education activities. In three regions across the country, faculty and administrators from higher education institutions met with middle managers from area corporations to build bridges between business and campus. The association is also sponsoring a public education campaign to advise high school students and their adult advisors on the value of a liberal education.

The Association of American Colleges is the only national organization whose sole concern is the encouragement, enhancement, and support of liberal learning at all of the nation's colleges and universities. Since 1915, the Association has been committed to improving the quality of higher education and academic leadership on campuses throughout the country.

11. OUTLINES OF CONFERENCE PROGRAMS

PHILADELPHIA CONFERENCE PROGRAM

December 3-4, 1981

Opening Address: Robert W. Brocksbank, Mobil Oil Corporation

Corporate Panel:
Hiring the Liberal Arts Graduate
Jack Canavan, International Business Machines Corporation
Nancy A. Dunston, The Fidelity Bank
Michael Hubbard, Bethlehem Steel Corporation

Concurrent Sessions:
New Concepts in Career Guidance
Denise Dwight Gingrich, Gettysburg College
Toni Oliviero, Wheaton College
Carol Shiner, Indiana University

Curricular Innovations
Philip Bolton, Mount Vernon College
Barton W. Browning, Pennsylvania State University
Roscoe Hill, University of Denver

Faculty and Executive Involvement
Yungwha Min, Union College
Darcey M. Poole, Hood College
Margaret Rotundo, Bates College

Internships and Field Studies
Marianne Alexander, Goucher College
Helga Daley, University of Cincinnati
Judith Katz, Swarthmore College
Susan Stroud, College Venture Program

Non-Traditional Students
Sister Ruth Dowd, College of New Rochelle
Sandra Jenkins-Gaines, Douglass College-Rutgers University
Sister Anne Marie Keyes, Marymount Manhattan College

Closing Address: Jesse M. Smith, Jr., College Placement Council, Inc.

CHICAGO CONFERENCE PROGRAM

April 1-2, 1982

Opening Address: Arthur Levine, The Carnegie Foundation for the Advancement of Teaching

Corporate Panel:

Hiring the Liberal Arts Graduate

Lawrence Beck, Chemical Waste Management, Inc.
Joyce Bryant, Household International
Jerry Donovan, International Business Machines Corporation

Concurrent Sessions:

New Concepts in Career Guidance

Sister Celestine Schall, Alverno College
Carol Wagner, Indiana University

Curricular Innovations

H. Gordon Fitch, University of Kansas
Robert P. Molder, Rice University

Faculty and Executive Involvement

Thora Phelps, St. Olaf College
Mylla Urban, Carleton College

Internships and Field Studies

Leroy Jordan, Sangamon State University
Joan Macala, Northeastern Illinois University
Margaret Newhouse, Scripps College

Non-Traditional Students

Norman W. Handy, Jackson State University
David Justice, De Paul University

General Session:

Comprehensive Programs with Career Emphases

Daniel W. Behring, Alma College
Nancy Harper, University of Iowa
Thomas B. Jones, Metropolitan State University

Closing Address: Curtis Tarr, Deere and Company

NEW ORLEANS CONFERENCE PROGRAM

November 18-19, 1982

Opening Address: Hon. Lindy Boggs, U.S. House of Representatives

Corporate Panel:

Hiring the Liberal Arts Graduate

Carl M. Braun, Jr., Lykes Brothers Steamship Company
John J. Connors, Sears, Roebuck and Company
Sue Dueitt, Middle South Services

Concurrent Sessions:

New Concepts in Career Guidance

Patricia A. Hamm, Gustavus Adolphus College
Donald G. Kaufman, Miami University
Clayland H. Waite, Miami University

Curricular Innovations

Joanne C. Ferriot, Saint Mary's Dominican College
Michael C. Scardaville, University of South Carolina

Faculty and Executive Involvement

Rollin J. Watson, Birmingham-Southern College
Jennye T. Harland, Clark College
Betty S. McNair, Clark College

Internships and Field Studies

Susanne Garvey, Washington Center for Learning Alternatives
Candida J. Lutes, Texas A&M University
Kenneth N. Wood, Davidson College

General Session:

Comprehensive Programs with Career Emphases

Frank D. van Aalst, College of Charleston
Carmen A. Jordan-Cox, Spelman College

Closing Session: David Hiley, Memphis State University

III. CORPORATE PRESENTATIONS

Lawrence Beck
President
Chemical Waste Management, Inc.

Corporate Panelist
Chicago

We have what has been described as a liberal arts dilemma accompanied by calls for relevancy. Some have advocated the injection of massive doses of vocationalism into the liberal arts curriculum. That course seems to me to defeat the purpose of liberal arts education, which is to develop capable and sensible people who can make their own way in the world.

I don't think there's any question that liberal arts students who have applied themselves offer employers very useful skills. These include the ability to set goals, write and speak well, work independently, approach problems and challenges from a variety of perspectives, and work with others to achieve organizational goals.

It is encouraging to me, and I'm sure to others in the business world, to see liberal arts colleges in this country pursuing a balanced approach to career preparation for their students, requiring competency in one or more areas such as chemistry, biology, accounting, English, computer science, and economics.

Although two-thirds of the people we hire are specialists and technicians of one sort or another, opportunities for liberal arts graduates do exist in some aspects of our field operations and, to an extent, in our corporate office. These opportunities are in management training programs leading to general management positions and in both the solid and the chemical waste management operations.

Our personnel department tells me, and my personal observation confirms, that the liberal arts graduates who come to us with the skills we need generally move up faster in our organization than those educated in more specialized areas. The employer must perceive what the job candidate can contribute over the long term and, while a broad, liberal arts background will serve a candidate well, the individual must present his or her qualifications in the most compelling manner.

Many colleges today are helping liberal arts students gain work experience through summer internships, work study, and other cooperative programs--in a word, career education. Participation in these kinds of programs plus independent work experience prepares liberal arts students extremely well. Such experience dramatically improves their effectiveness in the world of work.

Without openness or cooperation or sensitivity to interpersonal relationships, an employee's skills and wealth of talent are diminished. Liberal learning encourages the development of all these traits in prospective employees. A liberal education gives students a strong foundation, a breadth of perspective, and a flexibility of thinking needed to participate in a rapidly changing world.

Hon. Lindy Boggs
Member of Congress, 2nd District of Louisiana
U.S. House of Representatives

Keynote Speaker
New Orleans

I'm very excited that you've taken on the prospect of equating the value of a liberal education to the types of careers young people will be engaging in for the years to come. This dialogue was going on when I was a teacher in 1937; it went on many years before then and will go on for many years after this conference. But in 1937, when the country was suffering from a very great depression, this dialogue took on special meaning when trying to decide if we should really be teaching history, sociology, geography, economics, arts and humanities, or whether we should be training students for specific kinds of jobs. An interesting situation we encountered, demonstrated to me the importance of a liberal education.

The people who lived in the area had been well-educated and had had the opportunity to expand their horizons. Because of this, they believed in giving their time, experiences, and goods to the public school system. And although we were going through this very severe depression, the people were able to endure because they had a liberal education to fall back upon. About that time, we decided to open the school library for use by the parents as well as by the children. I had the liveliest library, I'm sure, of any school in the country. For at this time when there was no money for social activities, these people had a cultural background from being educated in the liberal arts on which to rely. It was then that I knew that we could never cheat the young people of what their parents had enjoyed if indeed they were to be contributing citizens and lead happy and useful lives. So I think, when discussing the liberal arts versus technological, vocational, or professional training, we should realize that both are necessary and that we should have a holistic approach toward educating people for any kind of career.

Another example which brought this home to me stems from my serving on Tulane University's President's Council during the time we were studying a new curriculum. Another member of the council, an eminent physician from California, said he wanted the new curriculum to educate the whole person. He emphasized the importance of having the opportunity to delve more fully into extra subjects other than one's major field of study. This doctor, who's known in his field around the world, said he was better known for his book on jazz than for any of his medical theses. He learned about jazz during college and became so proficient in his knowledge and appreciation of it that this "career" surpassed his career as a physician.

So, basically, what we are now saying is that a liberal education really makes one educable. You can learn anything you need to learn about your career when you become educable. I believe that we have to have an integrated approach to learning to understand our world and to better it.

Carl Braun
Training and Development Coordinator
Lykes Brothers Steamship Company, Inc.

Corporate Panelist
New Orleans

Lykes Brothers Steamship Company has found that individuals with undergraduate degrees in the liberal arts do very well in the management training program because they have broad-based knowledge, are very adaptable, and are willing to learn. Similarly, it frequently turns out that individuals with business-related degrees or with heavy concentrations in math or science do not possess the people-related skills necessary to be effective supervisors or managers.

Skills that we look for in our candidates include the ability to think clearly and to listen actively and attentively--skills that I think are not being developed in the colleges. Often we have to hire consultants to teach business communications skills, such as how to write effectively and succinctly. Applicants must also clarify their goals in their own minds and should express them clearly in the interview, something many prospective employees are unable to do. We are also looking for people with the know-how and self-confidence to take initiative and work independently, and people who are genuinely interested in the work they are being recruited for.

The ability to adapt to changing conditions is very important, especially in today's economy with abundant layoffs and consolidated functions. At Lykes, the layoffs we had to make forced individuals with two or three functions to operate in three or four areas. We find liberal arts graduates more adaptive and more willing to enroll in educational programs to improve their professional skills.

We encourage students while still in college to become adept at meeting and communicating with people from various backgrounds, to treat individuals objectively and to avoid imposing their own value systems on others--that's a survival skill for organizational life.

We also strongly advocate that the students participate in extracurricular activities, especially if they are interested in managerial positions. Individuals who come to us with strong backgrounds in various activities have demonstrated their leadership skills, a good approach to team building, and their abilty to work effectively in groups. A major weakness of a lot of liberal arts graduates is underpreparation for financial aspects of business. We strongly recommend that students take a general business course and learn how to read, interpret, and analyze financial statements, and become familiar with the unique terminology of business ledgers, business statements, profit statements, and so on.

I want to emphasize that in spite of all the changes Lykes is undergoing, we still have a happy marriage with the liberal arts colleges. Liberal arts graduates, because of the people skills they possess, are very effective and help us make the profit we need to stay in business.

Robert W. Brocksbank
Manager of College Relations
Mobil Oil Corporation

Keynote Speaker
Philadelphia

Students do not come to colleges solely for the sake of education. When they come to college, they expect to find a purpose, a direction, a way to take hold of the realities that are soon going to confront them. They expect to learn how to make wise choices, especially the choice of a career that will profoundly affect their lives.

If education must prepare students to be responsible members of society, and if work is a fundamental element in one's relationship to society, then preparing a student for the world of work is essential to any good education.

Education, indeed all liberal learning, should start with the Socratic dictum, "The unexamined life is not worth living." I propose a modest inference from that: The aimless, undirected course of study is not worth pursuing.

Early education for the world of work increases students' options, opens a vast field of choices, increases students' knowledge of what's out there, and gets them much closer to the personal autonomy they desire. Such education, therefore, is not the least bit deterministic or narrow. Since it is built on personal involvement and personal choice, it comes much closer, I think, than any traditional curriculum to fulfilling the ideals of liberal education.

At this point, I would like to offer some suggestions to each sector involved in higher education. First, for students: Get serious about your own career planning. Go through an introspection exercise and act on it. Tell others about it. Tell them how important it is. Make use of your career planning and placement offices and if they are inadequate, talk to your college administration about ways to improve them. Make your college a better place for your having been there. When we look for students, we want someone who's going to change Mobil, to make it better. And if you changed your school positively, and built something for it, chances are you may help us, too.

Second, for teachers: Remember the role you play, not just as teacher, but as counselor, motivator, confidant, and, yes, friend. And start telling your students "you can" rather than "you can't." Motivate them to do their best. Find a way to build introspection into any course you teach. Bring people from the world of work into your classroom whenever practical. Make your own investigation of work related to your discipline and encourage your students to do the same.

Third, for placement people: Move your most intensive services down to the freshmen and sophomore levels. I know you've got a budget problem, but fight it. You've got a marketing problem, that's what you've got! Get your resources together, get your support, and market your service. Get the faculty behind you. Get the

administration behind you, and you're going to win the game. Don't give up. If you reach them as freshmen and sophomores, those juniors and seniors are going to place themselves. Evaluate your corporate recruiters, and if they're not coming in with jobs, kick them out. Find internships or visitation programs that will broaden your personal knowledge of the world of work.

Fourth, for counselors with no placement responsibility: Develop a strong partnership with your placement people. Expand your own knowledge of careers available to your students. Start career counseling with freshmen and help students evaluate and revise their plans as they mature. You can't just talk to them as freshmen, you've got to recycle them as they continue through school. Take special interest in the mavericks. Encourage them. Don't ever abdicate your judgment and responsibility to mechanical testing procedures.

Fifth, for college administrators: I hope I've persuaded you, just a little bit, that education for the world of work and careers is a fitting and proper element of every education, and is entirely attuned to the goals of classic, liberal education. Let's give the students options through business-oriented electives, through early career counseling, through faculties who recognize the value of education for the world of work. Remember that your placement office is the real development office on campus, because the best endowment you will ever have is a group of successful and affluent alumni. And when corporations and foundations are considering requests for contributions, what do they do? They lean toward schools that produce well-counseled, well-educated, well-motivated, and enthusiastic graduates.

Joyce Bryant
Vice President and Director of the Money Management Institute
Household International

Corporate Panelist
Chicago

It is very definitely the feeling of our vice president for human resources that a liberal arts degree is the very best preparation for corporate work. In today's complex corporate world, a broad background is essential for dealing with internal and external forces--government, consumers, educators, regulators. It's extremely important that employees understand the different backgrounds people come from and deal with them open-mindedly on their own levels.

Most corporate staff persons do have graduate degrees or a great deal of experience within a certain field, a specialized field. However, a person with a highly specialized undergraduate degree and then a specialized graduate degree ends up having an extremely narrow focus.

Last year we hired approximately 2500 people in the finance division. Over half of these were college graduates, the majority having majored in the liberal arts. Now there is a reason for this, which is both good and bad. First of all, the person with the technical degree, such as engineering, will start out making significantly more money. On the other hand, liberal arts graduates must begin where they will be trained and therefore must go where someone is willing to train them. They have a broad knowledge base but do not have specific skills. Because of its strong orientation toward training and job development, the credit industry is an excellent place for this type of graduate.

Our government and public affairs department hires people who have the ability to express themselves, to clarify ideas, and to verbalize succinctly. These critical job requirements reflect a need for people who can converse on a broad range of subjects, really on any subject, with their daily contacts. Of the eighteen people in that department, half have liberal arts degrees--two history majors, and majors in psychology, English, sociology, economics, speech, math, and natural science.

Liberally educated people are very trainable. They may not get the best salary the first day, but remember, out of the four senior vice presidents on our corporate staff, two have undergraduate liberal arts educations.

Jack Canavan
Corporate College Recruiting and Relations Manager, East Coast
IBM Corporation

Corporate Panelist
Philadelphia

I'd like to present the perspective on liberal learning and careers from a high technology and computer industry, not only to tell you how things are today, but also to highlight the changes we've seen over the last ten years.

In the past, when things were going well (not that 13.3 percent growth is bad), IBM could hire many people to fit many roles. Today that is being looked at very critically. What can the people do today and how can we develop them for tomorrow? In 1981, IBM hired 4,500 people graduating from our nation's campuses--approximately 30 percent in marketing, 35 percent in engineering, 25 percent in programming, and 10 percent in other areas. Historically, we've hired about 15 to 20 percent with non-technical skills in those four categories, but that number is shrinking. In our summer preprofessional program, 70 percent of the participants were engineers or computer science majors. The need for these skills is the need for the technology to turn out a product and make a profit. Most of our liberal arts and non-technical hires go into marketing where the goal is to match the proper solution to customer problems by recommending the best application in the information handling business.

It is interesting to note that, of our thirteen top executives at IBM, nine have liberal arts degrees (including Chairman of the Board Frank Cary, who has a B.S. in political science). And every one of the top four people in our office started in marketing. In our hiring for marketing jobs for which liberal arts students apply, we look for someone with a desire to succeed, a desire to make money, entrepreneurial traits, and a high energy level. We want people who are good communicators, self-motivators, people who enjoy people contact and who are comfortable with technical topics. I did not say they should be experts, but they must be comfortable with technical topics. When a candidate comes in for an interview with a line manager who is a technician and the individual has no idea what computers do or what robotics are, that person starts five feet below the water.

It is necessary to understand the opportunities within a firm and realize that there are many support staff positions in high tech and other industries. I truly believe liberal arts students need to take technical electives. For the last eighteen months, I have seen more and more students doing so. These students are also doing a good job of explaining the courses they are taking and why they take them. It should be re-emphasized that packaging and preparing oneself for interviews is vital; speaking the industry's language and knowing the proper terms is also important. And, as Vince Lombardi said, wanting to win is everything.

John Connors
Personnel Field Representative
Sears, Roebuck and Co.

Corporate Panelist
New Orleans

Sears-Roebuck is alive and well. We are employing people and we eagerly want to employ liberal arts people.

Sears has a feeling, and I think most businesses do, that we train our people our way. We have a generalized feeling that a college education gives an individual the ability to learn rapidly. This is not to say that what is being taught in the university is not useful to those individuals. But we do not deal in an exact science in the retail field--we're not hiring chemists and we're not hiring engineers. We want people who can learn our business, who have an enthusiasm for business, and who can learn it rapidly. We have never restricted ourselves to certain majors, though we have not publicized that fact too well. Since 1975, we hired 227 persons in the southern United States. Although not a large number, 51 percent have been liberal arts graduates. Eighty percent of the people we interview on college campuses are business majors, but 50 percent of those hired are liberal arts graduates. And we want to get into the liberal arts in much greater depth. We feel the liberal arts graduate fits into the picture as well as anybody else.

The most glaring deficiency we have found in students in general is poor grammatical skills, and it seems to be getting worse. We have to teach college graduates written communications skills. This is an extremely important function that anyone in business or academe must possess. We are buying textbooks and providing training sessions, requiring several typewritten reports which are graded for grammar and for content. This is not something we should have to do, but we must. And, to be honest, liberal arts grads are no better than those with business or other degrees.

Another point that should be made is that students don't come prepared for interviews. They haven't researched the field that they're eagerly seeking a job in. They know nothing about our company or any other company. They don't know what the requirements for the job are. I think that this is something you, as faculty and administrators, can and should help them do.

We want your graduates. We eagerly want your graduates. There is no correlation between the type of undergraduate degree and success with Sears. Those students in departments and schools of business sometimes understand our terminology a little better, but terminology is easy to teach. We'll do that. But if employees have the ability to learn and learn rapidly, and if they have developed good social skills while on a college or university campus, we want them.

Jerry Donovan
Manager of Community Relations
IBM Corporation

Corporate Panelist
Chicago

There are several attributes I look for in prospective employees. First is intelligence. The second is the activities a person has participated in. I try to ascertain if students are learning in their activities. While I do take into account the chosen major, I am more interested in the thought process that led someone to choose that major. I think employers and the colleges worry a little too much about majors--college studies represent only a small part of life. In addition, the applicant's summer jobs jump out a lot more as an indication of interest in a certain type of job than does the major or whether a student took certain courses. Students can have great control over their summer jobs while in school, and they ought to be thinking about building a resume as much as making money.

Some of the qualities I look for include poise, self-confidence, and a history of success and winning. I go by the record quite a bit when looking for achievements, since I think a student can learn to fake interviews. I also look for communication skills and technical aptitude. In terms of advice to students, I do recommend they try to overcome math anxiety and gain some computer experience in college. The computer is so simple; all it can really do is add. Trust me, it can't even subtract. And math skills are important since I don't know of any managerial job, whether it's managing people or territory, that doesn't include working with budgets. Being concerned with high technology at IBM, we look for a technical aptitude and try to determine whether the person can operate at this level. I also find it equally important to ascertain not only if they can work with the computer, but also whether they can do so and be what they want to be in life. It is very important while interviewing to keep in mind the applicant's interests and whether the job's requirements make a good match.

Ultimately, included in every hiring decision is the concept of the individual's potential. How far can this person go? Can this person run my business? Statistically, that may seem unimportant in a company with 300,000 employees, but you have to start out with a lot of people who want to run the company or who you believe would be capable of doing so in order to plan for your business' future.

I've heard a lot of talk about jobs but not much about happiness. I don't know how to define happiness. But I do think life without the arts or sciences would be awfully bleak. If you turn out people who respect education, who respect their fellow human beings, and who respect themselves--if you turn out people who go through life with the idea that learning makes life interesting, then you've done a great thing for humanity and for yourself.

Sue Dueitt
Vice President, Corporate Communications
Middle South Services

Corporate Panelist
New Orleans

When I review candidates for employment I look for a proven track record of accomplishments and, therefore, I look at the college transcript. The grade point average is the best indicator of how a person who has been in the work force for less than seven years is going to do on the job. If the person has been working for more than seven years I review the GPA, but also look for a pattern of progressively responsible positions, which indicates that the individual has the drive to set goals and then the resourcefulness to attain them.

I do not discount technical expertise, but in interviews I try to assess a candidate's self-motivation and self-image to discern traits generally associated with high achievers. Professor Charles A. Garfield of the University of California in San Francisco developed a profile of high achievers with which I agree. He notes that the top performers transcend their previous levels of accomplishment while maintaining an enthusiasm for further advances. Second, they resist the "comfort zone"--staying in a position they feel very comfortable with--and are willing to step outside their job scope. Third, strong internal goals guide top performers; they do the work for the art of it, for the love of it, for pride. Fourth, through a type of purposeful daydreaming, they rehearse coming events and actions mentally, thereby programming themselves for success. Finally, they are problem solvers rather than blame placers.

The ability to solve problems has been coveted and searched for throughout history. In fact, a recent survey by the Conference Board shows employers want their employees to have, most importantly, "the ability to understand and solve problems." The work place of the future will be turbulent and filled with unpredictable alterations, and the person who is best able to cope with change is the one who has a broad background, is flexible, has learned how to learn, how to solve problems, and how to pick up the necessary skills.

Hence, colleges can make their graduates more employable if they teach them to be problem solvers--to analyze, synthesize issues, and cope with changing situations. As an employer, I would advise colleges first to provide students with a broad background and capacity for rational thought and problem solving. Second, the colleges must help develop students' interpersonal and communication skills--the abilities to get along with others and to write clearly. A broad liberal education, rooted in practical, real-world problem solving, may be the requisite for survival and satisfaction in the future world of work.

Nancy A. Dunston
College Relations Administrator
The Fidelity Bank

Corporate Panelist
Philadelphia

I think there has been a general misconception that banking signifies people sitting behind large oak desks crunching numbers all day. Banking is a service business. We need people with good skills and managerial potential.

Banks in general have been very receptive to hiring recent college graduates with no business experience and training them. Since banks for the most part have very structured training programs, we do not recruit one specific degree or major. We are interested in the whole person; we look for basic qualifications the individual should possess.

We seek excellent oral and written communication skills. We also look for a person with strong interpersonal skills and with innate analytical capabilities. In our own internal study, similar to the one performed by AT&T, we found that individuals with a liberal arts background did move more quickly up the corporate ladder than did technical majors, who were able to move laterally from one company to another but did not advance as quickly.

We are more concerned with what graduates do with their college years than whether they are good in math. When we bring people into the bank and place them in the training program, we do not expect them to be productive until at least six months in a permanent position. Because business majors have not had the chance to speak in front of groups, are not as proficient with writing, and perhaps have not even worked in groups before, they often do not move out of training programs as quickly as the liberal arts majors do. From a training standpoint, it is easier to teach a liberal arts graduate the technical skills, such as reading an annual report or analyzing a cash flow statement, necessary for a job in banking, than it is to teach a business graduate how to make presentations or write business memos. Consequently, because liberal arts graduates' exposure has taught them in a different way how to address problems and find solutions, they often move more quickly than business majors whose thinking is more rigid. Ideally, however, these liberal arts students would be better prepared for business careers and their opportunities would be enhanced if they took one or two business courses during college.

In terms of the future, we're increasing our recruiting efforts. Before the actual recruiting, however, we will go to the campus and make presentations to liberal arts students. To make our opportunities more well known, we take representatives of the various facets of banking to the campus to meet informally with students and tell them what they can do with a particular background. There are jobs available besides those in personnel or public relations for liberal arts graduates. I know there are other companies out there who are willing to do this, but they will not take the initiative. They should be contacted by the school and encouraged to do so.

Michael Hubbard
Senior College Relations Representative
Bethlehem Steel Corporation

Corporate Panelist
Philadelphia

Bethlehem Steel's strategy for recruiting and retaining liberal arts graduates is no different than that for engineering and accounting students. Within our company, liberal arts graduates go into accounting, sales, purchasing, finance, and industrial relations. I must admit, though, that 75 percent of the employees we recruit are engineers. It has been that way since 1922 and I see no change in the future. The crux of the issue is supply and demand.

We visit 100 schools a year and talk to about 3,100 students, many in the liberal arts. What do we look for in these liberally educated students? Communication skills, extracurricular activities, leadership possibilities, work, co-op, and internship experiences, academic achievements, and the grade point average. We also look for the ability to articulate career goals and sell an idea or concept. I don't want students to come in and tell me, as they constantly do, that they want to go into personnel because they like people, or that they want to go into public relations and explain Bethlehem's position to the public. When I get that response I ask about their courses in graphics, or audio-visual, because that's what the hiring managers back home are asking.

Too many liberal arts majors come to the interview with a poor self-image. "I'm only a history major." We get this constantly. What can be done? The curriculum should allow for more supplementary courses in economics, business administration, computers, mathematics, and so on. The true liberal arts major years ago included chemistry and calculus; students didn't get out of college without them. Actually, when it comes down to the engineers we talk to, we seek a good balance of engineering and liberal arts courses.

I advise career placement professionals to consider pre-selection of students for on-campus interviews. In other words, if the employer wants to come and recruit accounting students, you tell that person you must keep your system open and allow for pre-selection. Here's why: some of the most interesting schools we go to allow pre-selection to some extent. Therefore we include pre-selection specifications such as "any student interested in technical sales." And, lo and behold, we might throw an engineer off the schedule because a liberal arts major has extracurricular activities, leadership skills, a good GPA, and an articulated interest in sales or some other field in the corporation which we could use.

Few employers come to campus looking specifically for liberal arts majors so faculty and counselors should, to some extent, do more job finding for students. At least market the fact that your placement office is there. Emphasize the quality of your students and the academic quality of your institution. We at Bethlehem Steel seek this out.

Arthur Levine
Senior Fellow
Carnegie Foundation for the Advancement of Teaching (now President, Bradford College)

Keynote Speaker
Chicago

The mood on campus has noticeably changed. Competition has increased, not only among students in the most popular, most vocationally-oriented fields, but also among those in less career-oriented programs. There is a feeling that to select a non-vocational program is to go out on a limb, but to do poorly is to saw the limb off the tree. Four out of five undergraduates describe their majors not only as competitive, but very competitive.

Today's career-oriented students, determined to do well in the job market, are unfortunately less able in the basic skills required for employment. This generation's almost single-minded concern with jobs aggravates the problems of numbers and magnifies the fears generated by an unfavorable employment market. In addition, their weaker skills are a formidable barrier to the short supply of good jobs they are so determined to have.

The academic community is deeply divided over the place, even the appropriateness, of vocational education in institutions of higher learning. More than three out of five faculty say career preparation is not an important outcome of college. In contrast, nearly 70 percent of undergraduates call it essential.

America's colleges have surrendered their educational authority. They have given the curriculum over to the marketplace, in essence sold it to the highest bidder. Today the tradition of turning out liberally educated college graduates, equipped to enter adult life as educated people, is being threatened. Undergraduate education has been divorced from its ends as colleges allow it to become merely a means to narrow vocational and economic ends. I'm convinced there are useful ways to think about vocational education, to blend liberal education and job preparation in the context of higher learning. There are effective and creative palliatives for the new vocationalism.

Career education has been a constant concern throughout the history of higher learning. Vocational preparation was, is, and always will be an essential part of a collegiate education. By necessity, practical preparation for life is a dominant concern in every culture, in every generation, and in every time. I propose a recommitment to liberal education, to the kind of curriculum that provides an understanding of society and of the skills and knowledge necessary to live autonomously in a socially beneficial manner. A liberal education, providing general and career education, spells the difference between a job and a career. Narrow technical training gets students a first job, usually with greater ease and higher salaries, but it offers little mobility. The fact of the matter is a liberal education may not only make education sense, but it can make dollars and cents.

Jesse M. Smith, Jr.
Executive Director
College Placement Council, Inc.

Closing Speaker
Philadelphia

What are employers looking for? They will tell you that the most basic things they want are communication skills, decision making skills and people skills. These three things, in the minds of employers, add up to management skills and thus, indicate potential managers. CEO's are prone to include statements in commencement addresses like: "What our company really looks for is a liberally educated person." If that's the case, then why aren't they hiring liberal arts graduates?

The problem lies in the liberal arts themselves. The classical view of a liberally educated person was one who had studied mathematics, the sciences, agricultural and natural resources, and military science. Everything was woven together to prepare the individual to cope with all aspects of life. In recent years we have gone to something much more narrowly defined in practice, although perhaps not in intent. It is not uncommon today to find liberal arts students with eighty or ninety percent of their courses in only two or three subject areas.

Employers are very bottom line cost conscious. Since they must show a return on their recruitment dollars, they recruit where they can find the greatest pool of broadly trained students: an accredited school of business. Those schools require that not less than forty percent of the coursework be taken in eight different fields of the liberal arts, and students learn how psychology fits into sociology which fits into management which fits into marketing and that into economics.

How can we correct this problem? The first step is for our liberal arts institutions and departments to become aware that they may not be graduating as liberally educated persons as they think, and to take a look at incorporating skills courses or goals into the liberal arts curriculum. We must do a better job of preparing students to understand how to transfer their skills and abilities to the world of work. An interesting example of this has occurred at IBM where they found that the best source of computer programmers are music majors.

Students and schools have to become more market conscious since companies are going to start recruiting at fewer and fewer institutions. I advise faculty and advisors to work more closely with students so that they can, during their four years in college, major in whatever fields most interest them while at the same time use their electives and extra-curricular activities to greatly increase their probability of finding acceptable career paths.

On a final note, I would like to address the three most pressing problems facing many institutions of higher education. These would be the issues of attracting students, funding, and alumni support. I believe that much of these problems can be solved by preparing students well for their life/career decisions, as they will relate future success and happiness back to their alma mater and thus value its continuation.

Curtis Tarr
Vice President of Management Development
Deere and Company

Corporate Panelist
Chicago

You may recall the old French proverb: Chance favors the prepared mind. A way to prepare for problems is to face them. The study of the liberal arts is an experience in solving problems.

Advanced students of the liberal arts are asked to write research papers. They must learn to collect data and determine what is needed to understand an issue from the plethora of facts available. Then they must evaluate and seek meaning in the data and organize the material into a convincing essay for a discriminating reader. Many young people who work with me must also do this, although they often do not determine well what information to collect, how to evaluate it, or what to emphasize when writing. Liberal arts students gain that training before they join the company.

Thinking, for many of us, begins with a conversation, particularly if we let a superior argument rule over our first reactions to an idea or question. Such conversations run throughout liberal arts courses and the work students do outside class. In class, liberal arts students must react daily to the careful and penetrating questions of bright teachers.

If careful writing is valuable, then the liberal arts college provides the richest possible experience to young people. It remains about the only place in America of which I am aware where you can expect stiff criticism of your writing from an intelligent, careful reader dedicated to your understanding and growth.

There is no substitute for spending four years of undergraduate life learning, among other things, how to write. Most people cannot master in college the language of a Hemingway or Dickens or Austen. But a person can learn to handle English adequately enough to define ideas and transmit them to others. This is what we require in business, what we need from the young people who come to us.

You know the vast number of decisions people in business must face daily. Ultimately we must balance company concerns with individual concerns. How is this done best? The better decisions are made by people with guiding philosophies, something the liberal arts help form.

I place my continuing faith in the liberal arts and what it does to qualify young people for responsibilities in a changing environment. The alternations looming in the future are exciting and perhaps a bit terrifying. The more change we face, the less valuable will be training in specifics that are soon outdated. My advice to those who direct the activities of liberal education is to continue what they are doing, maintaining the discipline and variety that is their hallmark, and doing so with a compassion and an understanding that molds character and propels talented youth in appropriate directions.

IV. CAMPUS PROGRAMS

COMPREHENSIVE PROGRAMS WITH CAREER EMPHASES

Alma College

The Alma College Career Preparation Program began in 1976 with a grant from the W.K. Kellogg Foundation. The purpose of the grant was to enable students and faculty to develop comprehensive programs and activities that would assist students meet their career planning needs and integrate the study of liberal arts with career preparation.

Alma's Career Preparation Program is a comprehensive regimen through which students define and systematically work toward their vocational and academic goals. Entering students' interests and aptitudes are tested, analyzed by faculty advisors, and used to help plan an agenda of coursework and extra-curricular activities corresponding to the individual's strengths and weaknesses. A sequence of modules supplement the coursework, covering such topics as interviewing and resume construction. All undergraduates are encouraged to take advantage of practicum employment assignments which generally last from three to six months, and the multi-media facilities of the career information center which disseminates information on employers and professional organizations.

Within the academic context, students have the opportunity to design an individualized program of emphasis to meet their occupational goals. Keeping in mind their disciplinary majors and career goals, students choose courses across disciplines to prepare for a career in a specific area. Faculty awareness of student alternatives has been increased in the development of the program.

Alma College has successfully combined many of the components often implemented individually at other colleges and universities and has integrated them into a single systematic plan.

College of Charleston

The College of Charleston, in creating the Office of Career Development in 1976, designed a developmentally-oriented program incorporating career and life planning into the four-year college experience. The career development program, through several integrated efforts, encourages students to begin thinking about their career and life choices early in their college careers. The process includes four phases which roughly correspond with the four college years: commitment, awareness, exploration, and preparation.

The commitment phase, the career decision to attend college, begins the process, and the institution focuses its resources on assisting the student succeed in this initial occupation. During the commitment phase, the college offers a series of formal and informal student service programs, which include a faculty and peer mentor program, college

skills laboratory support services, and counseling services.

Awareness, the second phase, results from new levels of self-understanding. Workshops on making career decisions introduce the relationships between values, interests, skills, and goals in life/work planning. The career information center offers special seminars on the links between academic disciplines and occupations in order to help students choose majors. Volunteer experiences in the community are encouraged of both freshmen and sophomores as a tool for aiding this decision.

The exploration process grows out of the student's sense of success in their college experiences. Challenged to learn from a full range of experiences, students now become involved in internships or cooperative education programs. They also re-orient their thinking from courses and majors to skills identification, goal setting, values clarification, and life planning.

These processes carry over into the final stage, preparation. Workshops offer training in resume writing, interviewing and job skills. Still stressing the importance of thinking in terms of transferable skills, the careers office maintains its listings of job opportunities according to skills categories such as organizational management, communication and persuasion, research and design, and information management.

University of Iowa

Liberal arts students at the University of Iowa can pursue academic programs that provide both career skills and a liberal education. Within the context of a liberal arts degree, students choose electives and required courses from academic career clusters. These clusters are groups of courses from a variety of departments which, when taken together, provide students with skills and knowledge required for specific career fields.

The cluster program is not a series of new courses; rather it is a strategy that uses existing offerings to connect career preparation and liberal education. The cluster approach has proven useful for students who have not yet chosen a major as well as for those who have chosen one. The cluster approach aids in pinpointing the skills needed for a chosen career and in helping define the types of jobs to look for and the credentials the student can present to a prospective employer.

In a move to integrate career preparation with academic coursework, the university planned five activities designed to successfully implant the clusters within the university. The first step was to identify academic career clusters and develop a clusters source book that is distributed to all faculty and staff.

In establishing the clusters, an advisory committee first determined what competencies are required for a variety of jobs in a particular career area, keyed in on major skill areas and selected courses that

would give students a background in these areas. The clusters source book includes lists of clusters defined by occupation, competencies relevant to each cluster and recommended courses for each cluster. Some of the clusters include corporate communication, human resources management, international affairs, and publishing.

The second integrative activity brings representatives from various career areas to the campus for seminars with students and faculty. These professionals, in addition to meeting with students and faculty, review the clusters source book for accuracy and help refine the materials.

The development of a guide to academic and career planning which introduces the cluster concept to prospective students is the third activity of the clusters program. The last two steps in the project focus on additional methods for advertising the clustering approach. An oversight committee has produced a slide show explaining clustering and illustrating what careers students can pursue with different degrees. Lastly, faculty and advisors are urged to promote the program during regularly scheduled career/academic advising days.

Some faculty still resist the clustering concept, seeing it as a dilution of liberal education. Students who use the cluster approach, however, find it very useful in making sense out of their degree programs. They believe that clustering has given a purpose to their coursework and increased their self-confidence for finding jobs after graduation.

Metropolitan State University

Metropolitan State University is an upper division institution that serves working adults returning to college--students who are concerned primarily with careers in business and who are skeptical about liberal learning. An essential objective of the Metropolitan State University program is to promote liberal learning among its students. Most Metropolitan University students must be persuaded that the core elements of liberal learning are important, if not integral, to their career aspirations beyond the entry level. Moreover, these students must be convinced that liberal learning enriches everyday life and can guide public decision-making.

Appreciation of liberal learning and its importance to personal lives, public policy, and careers begins for these students in a degree planning course. This course, which helps shape individualized degree programs for each student, focuses on the theme: What is an educated person? Examining the bases of liberal learning past and present, discussing the inherent relationship between liberal learning and work, and analyzing the example of working professionals who use and support liberal learning, Metropolitan State University students develop their degree plans. The completed plans reflect the students' definitions of an educated person and include areas of liberal learning selected by the student. This process of self-determination helps make liberal learning

more direct, more compelling, and more personal to students than requirements. To help students understand liberal learning more accurately, the faculty at Metropolitan State University have developed several materials such as a humanities reading book and readings on the nature of the educated person.

Spelman College

Spelman College has developed a comprehensive approach to life planning under the auspices of its student life division. This program, entitled Phase Four Enrichment and Support Programs, forms close, working partnerships between faculty, alumnae and business executives and the offices of career planning and placement, student counseling, residential life, and admissions.

Throughout its four phases which correspond to the freshman through senior years, this joint effort provides students with development experiences that enables them to increase their self-understanding and awareness, facilitate the development of interpersonal and career-related skills, clarify their values and goals, and participate in career-related activities with the cooperation of faculty, administrators, alumnae, and business executives.

Some of the more important features of the Phase Four program include freshman mentoring, faculty corporate internships, Spelman alumnae-student externships, a black executive exchange program, and a business executive-in-residence program.

A variety of skills-building workshops supplement these activities. The college also offers career awareness and exploration seminars and general counseling services. A computer-based career guidance and information service has been added to Spelman's program. The settings for the Phase Four activities transcend the careers office. Diverse locations such as classrooms, residence halls, administrative offices, and corporate sites throughout the U.S. have hosted these events.

NEW CONCEPTS IN CAREER GUIDANCE

Alverno College

The Alumnae Contact System at Alverno College began in an effort to devise a network of professionals interested in assisting Alverno's students with career choices. It has developed into a program useful not only to students but also to other alumnae considering career changes and as a means of attracting prospective students.

In the first phase of the system, several volumes of questionnaire responses were compiled and categorized by the current positions held by alumnae. Next, as seen in the series of videotapes entitled "Women in Professions," alumnae were queried on specific issues relevant to their positions, the skills required to attain and be successful in these careers, and the particular interests and educational background of the women. These tapes have been quite helpful to students as a means of learning informally about the demands and requirements of various professions. Since students often wish to contact alumnae in these professions, this program is practical from the alumna's viewpoint in ensuring that those students who contact her have already gained some basic insight into the particular profession.

Indiana University

Indiana University's approach to career services for liberal arts students is different from that of most institutions in two major ways--not only was it formed as a result of a faculty task force's recommendation, but it also maintains the support and financial commitment of faculty in the arts and sciences.

The faculty task force was established in response to growing concern over declining employment opportunities for liberal studies graduates and the accompanying shrinking demand for programs within the College of Arts and Sciences. In 1978 the Arts and Sciences Placement Office opened, and since then, through constant evaluation of student need, services have been expanded and refined. Growing from a staff of two professionals and two support staffers, the Arts and Sciences Placement Office offers a wide range of programs and services to its students. Activities include workshops on job search strategies, resume writing and interviewing; individual counseling; outreach programs for different majors and special groups within the College of Arts and Sciences; a special program for graduate students searching for academic and non-academic jobs; and two credit-courses taking the student through the process of career development and placement.

The Arts and Sciences Placement Office published For Your Action: A Practical Job Search Guide for the Liberal Arts Student. This book helps liberal arts students in self-assessment, exploration of opportunities in the world of work, and the placement process.

Gettysburg College

Gettysburg College's Career Counseling Office offers a wide range of programs in which students can participate in career planning. In addition to a two-hour orientation session providing an overview of the entire career planning/decision making process, workshops are conducted on topics such as time management, dual career couple planning, and transition from college to career.

One program in particular at Gettysburg, the Alumni Career Tape Program, provides personalized career information for students while also establishing an alumni network. Designed to address the problems liberal arts students face in making career decisions, this program developed as a result of students' frustration with the written material available on specific careers and the failure of this information to provide adequate insight.

Seventeen taped interviews between alumni and members of the Career Services Office are on file in the Career Services Library and are available for use by students. The taped interviews queried alumni at their work sites on issues ranging from the motivating and monotonous aspects of their jobs to the specific courses and professors at Gettysburg that had been most or least relevant to their careers. The Alumni Career Tape Program began as a pilot in the spring of 1981, and has since expanded into a permanent project.

Gustavus Adolphus College

Gustavus Adolphus College developed a videotaped project to help students identify the skills gained through a liberal education that are transferable to the marketplace. Because liberally educated students often lack confidence in their ability to compete successfully in the job market, this videotape focuses on skills identification and their applicability to the needs of an employer. The tape, entitled "Marketing the Liberal Arts Student," examines the process of analyzing one's skills, interests, and abilities in preparing for a job search, and carries the sequence through a sample job interview with a business executive. The tape is used throughout the campus in placement workshops for seniors, academic classes, individual viewing, and dormitory meetings.

Gustavus Adolphus College received a three-year grant from the Northwest Area Foundation for the production of the videotape. A local corporation, the Dayton-Hudson Corporation, collaborated by contributing production assistance as well as active participation of one executive. This company remains committed to and involved with the project; it will reproduce and provide copies of the videotape at cost to interested persons and institutions.

An earlier videotape project undertaken by the college outlines a recommended career and life planning process for students to pursue during college. Gustavus Adolphus College believes that both tapes are effective and valuable means of preparing students for future success in their careers.

Miami University

Miami University has implemented two career advisement approaches focusing on alumni. For over five years, the College of Arts and Sciences has conducted its baccalaureate graduate placement survey in which over 1,000 of its recent graduates are queried on their post-graduation activities. The responses help answer students' inquiries about the relationship of certain majors to career opportunities. With an 80 percent response rate, the survey provides an important insight into specific employment and graduate programs; the results are disseminated to faculty advisors, residence hall staff, incoming freshmen, and students seeking information about careers. The survey is an especially helpful resource for academic advisors.

The second project underway examines, through videotaped interviews with prominent Miami alumni, the relationship between liberal learning and career and personal success. In informal interviews these persons relate their experiences after graduation, making the connections between their career/personal development and the preparation gained through a liberal education. For example, one individual referred back to an undergraduate course in Russian history for an understanding of that country's culture during his assignment to Russia as a representative of his company. Individuals who have participated in this project include executives of IBM, DuPont, Proctor and Gamble, and Taft Broadcasting Company.

Wheaton College

At Wheaton College, exploring life choices and learning how to plan for career are integral parts of a student's education. Wheaton believes it has an especially important obligation to help each student bridge the world of ideas and the world of work. Meeting this obligation is the purpose of Wheaton Plus, a voluntary, non-credit career exploration and skills development program that is designed to complement the college's liberal arts curriculum. In any single year, fully half of Wheaton's student body participates in two or more components of Wheaton Plus.

Directed by the Office of Career Planning, Wheaton Plus consists of six interrelated components: career exploration internships; skills development workshops; computer-based career exploration and decision-making; mentoring; counseling and recruitment; and preparation for professional and graduate study.

Career exploration internships provide first-hand knowledge about and experience with specific careers and the world of work. Offered between semesters during January, for durations of either two or four weeks, internships cover fields ranging from the arts, business and finance, to education, communications, and law and government.

Skills development workshops are offered throughout the academic year. These non-credit courses focus on specific career development skills or job hunting techniques, such as resume writing or time management.

In the mentoring program, juniors are paired with a professional, often an alumna, who meets with them periodically to discuss career plans and to give first-hand appraisals of the opportunities, rewards and possible pitfalls of a chosen career field.

The computer-based career exploration and decision-making program uses an interactive video terminal tied into Wheaton's computer center. Students respond to a program of questions designed to aid in making career decisions compatible with interests, abilities, and values.

Career counselors meet with students individually and in small groups to discuss personal goals and to help students plan a comprehensive program drawing on the various components of Wheaton Plus. Recruitment activities and interview preparations are also provided.

Preprofessional and graduate preparation and counseling services are provided by both Wheaton faculty and staff to help students plan appropriate programs of study to best prepare them to meet graduate schools' entrance requirements.

FACULTY AND EXECUTIVE INVOLVEMENT

Bates College

Bates College Freshman Awareness of Career Topics (F.A.C.T.) program was designed jointly by the career counseling office and the dean of the college. Supported with funds from Mobil Oil during the 1980-1981 academic year, this program addressed the difficulties of involving freshman liberal arts students in the career planning process while encouraging faculty support of these students.

Three specific emphases were identified. The first goal was to increase the awareness of a select group of freshmen to the issues involved in career planning. Second, faculty were also informed of these issues in order to enhance their understanding of the total development of the students they advise. Through a series of seminars, faculty participants came away with a clearer conception of their critical roles in students' career planning. Third, both faculty and student advisors learned skills effective in helping freshmen students begin career planning.

Birmingham-Southern College

The executives-in-residence program at Birmingham-Southern College has developed into one of the college's most successful ventures. Begun in 1978 with a grant from the W.K. Kellogg Foundation, this program was continued by the college after outside funding ended in 1981. Through the executives-in-residence program, the college strengthens its ties with the business community while providing corporate executives with a two-week sabbatical on the campus.

Each year, approximately thirty executives spend two weeks on campus attending a series of lecture/discussion seminars designed both to provide new information and to promote dialogue among the executives and college professors. In addition, these visiting executives teach classes, select a guided reading program, and use all college facilities in pursuit of an individual research project.

The program has been of mutual benefit to the businesses involved and the college. Well over 100 executives from both public and private sectors of the organizational community have participated in the program. Most of these executives have been from the top management level--either vice presidents or presidents of companies, or directors of large divisions of those organizations. These persons, following their term at the college, have been very committed to the college. They have helped place students in on-the-job learning situations, have hired B.S.C. graduates, and have assisted the college in fund-raising activities. They also have become involved in recruiting activities for the college, and have promoted other college programs in the community.

Carleton College

In recent years, students have been increasingly concerned about career choices and how a liberal arts degree can lead to a variety of careers. In response to this concern, Carleton College has developed a program in which faculty members are more directly involved in career advising. With funding from the Northwest Area Foundation, Carleton embarked on a project for "Balancing Career Planning and Liberal Learning." The goal of the project was to appoint and train faculty career advisors--one faculty member from each of the 18 academic departments offering a major--and to develop a more responsive alumni career network for the college. The project was to be accomplished over a three-year period, appointing six faculty career advisors during each of these years.

Faculty career advisors provide students with an additional source of accurate career information through the usual pattern of student/faculty advising. Each faculty career advisor is responsible for advising departmental majors about careers, coordinating and securing career information of general interest to his or her department, and increasing the career awareness of faculty colleagues.

Alumni have assisted in the training of the faculty career advisors and have worked directly with students in meeting their career needs. This project is being coordinated with the career center and the academic advising program on campus.

Clark College

The experiential learning program at Clark College (which includes faculty internships) developed as an outgrowth of the business internship program established in 1965. That earlier program was designed to respond to the need of students preparing for business careers to have more realistic and practical experiences than those provided in the classroom.

The goals of the experiential learning program, however, extend to address the similar needs of professors through faculty internships in industry. By gaining exposure to the business setting, faculty members' perspectives broaden, thus increasing their effectiveness as advisors to students on career matters relating to their particular field of study.

In establishing faculty internships, Clark looked to companies that had previously hosted its students as interns and with whom there already were strong ties. During the first two summers, ten faculty members participated in these on-site internships in such diverse settings as IBM, Georgia Power Company, and the U.S. Geological Survey. Further expansion of the program is underway.

Upon returning to the campus, these faculty members bring with them more than increased knowledge and understanding of the corporate world. They often invite business persons from the sponsoring companies into the classroom to serve as guest speakers or arrange to take students on educational visits to the corporate site. The faculty internship program, therefore, has been successful in maintaining and expanding the links between the college and the business world while also breaking down many of the barriers to effective understanding and communication.

Hood College

In an effort to increase the student retention rate and provide students with a more comprehensive view of the relationship between college and future career and life decisions, Hood College integrated its academic advising and career planning functions. Before 1978, each operated separately with little overlap.

The first step in approaching the consolidation was a needs survey, conducted among departmental chairpersons, which analyzed the extent and appropriateness of existing career activities and recommended ideas on career planning, not just career information dissemination. Based on this survey, workshops on academic advising and career planning were conducted. Hood instituted a program of academic advising in which small groups, each comprised of one faculty member and four to seven students, met regularly to improve the lines of faculty-student communication. The third outgrowth of the needs survey was an academic advising manual developed to help faculty and counselors more closely integrate academics with aspects of careers.

Overseeing all of these ventures is an academic advising committee comprised of members of the faculty, student affairs personnel and students.

St. Olaf College

Faculty internships are the cornerstone of the Bridges project at St. Olaf College. This project, funded for three years by the Northwest Area Foundation, is designed to improve understanding between businesses and the liberal arts college, with the eventual benefit to students of better information about business.

Faculty internships address an issue vital to the college: the need to involve faculty more actively as career advisors to students. The underlying assumption is that faculty often provide information and advice and make explicit career suggestions within the context of classroom presentations. The Bridges program formalizes and expands the opportunities for faculty involvement in non-academic settings. Equally important is the goal of integrating the individual's experience, once completed, into the college's total program. The college believes

that it is ultimately the responsibility of the faculty both to educate students and then to suggest possible areas of employment which best utilize the student's skills, knowledge, and interests.

The faculty internships, which are full-time but vary in their length, permit faculty to come to grips with the demands of present occupations and better anticipate the shape of future careers. While the program is designed with the assumption that there are mutual benefits for those involved, perhaps the greatest single benefit is the increased communication between the college and area corporations and industry. This program is working to enable faculty to become more effective advocates of the proper balance between liberal learning and career preparation.

Union College

Union College undertook an effort during the 1979-1980 academic year to gain faculty support of and involvement in the college's career center. The program developed and implemented, called the Faculty and Student Dialogue on Liberal Arts and Beyond, focused on the developmental and educative role of the career center rather than its placement functions.

Throughout the Faculty and Student Dialogue informal faculty panels, each made up of five faculty members from the humanities, social sciences, and natural sciences, examined the relationship between liberal arts education and careers. These panels also articulated the importance of students' consideration of their values, interests and goals during their decision-making processes. About fifty students attended each panel presentation and participated in the dialogues with faculty members on the panel. The specific topics included discussions on the value of a liberal arts education, values clarification and goal setting, the meaning of work in the 1980s, and the transition from college to careers.

Specific efforts were undertaken to gain the support and participation of all sectors of the college. One strategy which was quite successful focused first on informing a few key faculty members of the merits and rationale of the program and then seeking their assistance in reaching the rest of their colleagues. Consequently, every faculty member approached was enthusiastic about the idea and agreed to participate.

Several positive results grew out of the Faculty and Student Dialogues. Within the college, a closer working relationship developed between the career center and the academic departments. Faculty better understood the career center's role and thus began referring more students to the career center for specific information as well as for general counseling. Students' awareness of the importance of career planning increased as did their understanding of the relationships between a liberal education and career/life choices.

INTERNSHIPS AND FIELD STUDIES

University of Cincinnati

The professional practice program, the oldest continuing cooperative education program in the country, was established at the University of Cincinnati in 1906. It has since grown to include almost 4,000 students placed in 1250 organizations in 33 states and several foreign countries.

A five-year program, the professional practice program combines coursework with related off-campus employment; students alternate practice assignments with periods of study in three-month units on a year-round basis. Within the College of Arts and Sciences, students majoring in communication arts, economics, English, German, French and Spanish may qualify to participate. At the end of the five years, students receive certificates in professional practice along with their Bachelor of Arts degrees.

Arts and Sciences co-op students follow a tightly constructed course of study, including courses in English, foreign language, science, humanities, math, and social sciences, plus the classes required for their majors. Foreign language majors are advised to study abroad during the spring or summer of their sophomore year, prior to entering the co-op program. German majors actually begin their co-op assignment in Germany and continue their work periods in the U.S.

Co-op students are advised by faculty members in their major and receive further counseling by the co-op coordinator. Students who participate in this program find that in addition to increasing their ability to secure good jobs after graduation, they have had the opportunity to test their skills, interests, and abilities in a work environment and are better prepared for their careers than are many other students.

The College Venture Program

The College Venture Program is a consortium of colleges and universities formed to provide opportunities for students to explore career options while taking a leave of absence from college. It also provides these students with counseling and placement services appropriate to their needs.

Founded in 1973 and incorporated in 1978, the College Venture Program was established in response to growing national interest in off-campus programs. Currently comprised of ten institutions (Bates College, Brown University, Colgate University, College of William and Mary, University of Chicago, Cornell University, Skidmore College, Northwestern University, Wesleyan University and Vassar College), the Venture Program enables students to take institution-approved leaves of

absence and pursue a full-time job. The central Venture office, located at Brown University, coordinates the overall program and serves as the contact point for students throughout the application process and during the time spent on the job.

Employers have viewed the Venture Program as valuable in several ways. Some tend to hire these students during peak work periods to help alleviate pressure on the permanent staff. Others regularly fill a position by rotating students every four or six months. And, for both students and employers, the Venture Program is a useful mechanism for screening potential employers or employees.

Davidson College

Career exploration, experiential learning, and placement are three related functions comprising Davidson College's careers program. All three facets of the program emphasize interaction between students and career professionals throughout the undergraduate years. Participation in any aspect of the program is voluntary; about three-quarters of the student body is involved in one or more of these components. Generally, academic credit is not earned except where students negotiate an independent studies course in connection with an internship or where students participate in one of the two academic internship programs (the Washington Center for Learning Alternatives or the Philadelphia Urban Semester Program) with which Davidson is affiliated.

The experiential learning component is open to all students. The highly individualized approach requires that students set their own goals and, in most cases, negotiate their own internships with assistance from the director. Part-time internships are usually undertaken in Charlotte while full-time internships most often are pursued in major eastern cities. The careers office also sponsors trips for students interested in non-conventional approaches to life and work to various sites around the state where college graduates are involved in alternative life styles and careers. Finally, wilderness experiences are held once or twice a year as opportunities to explore the meaning of life and work from that relatively unfamiliar context.

Goucher College

Goucher College, a four-year liberal arts college for women, requires each student to earn three credits in an off-campus learning experience. Most students fulfill this requirement by pursuing internships that enable them to apply information and skills learned in the classroom, try out potential careers, and establish work performance records which then become part of their academic transcripts.

Faculty members whose fields most closely relate to the internship experience serve as advisors for the experience, overseeing the student's placement and ensuring that the internship responsibilities are credit-

worthy. They also assess the student's performance based on a required journal and/or research paper and the off-campus supervisor's evaluation. The amount of academic credit students receive is based on the number of hours spent in the internship. A minimum of thirty hours on the job is required for each credit, with a maximum of eight credits per experience. Internships may be pursued during the fall or spring semesters, usually two days a week, or full-time during the January break or summer recess.

Internships have existed at Goucher for several decades as each department developed its own traditions of placements, requirements, and evaluation procedures. In recognizing the importance of the off-campus learning experience and making it a requirement for graduation, the college sought to maintain the program's diversity as well as its solid faculty base. In this regard, a faculty member with sufficient release time from teaching responsibilities assumes the post of intern coordinator and spends two days a week maintaining an intern office. This newly established office serves as the central access point for outside agencies contacting the college with information on placement opportunities as well as a resource office for students and faculty. The intern coordinator also locates new placements, publishes a list of opportunities and a guide to the internship program at Goucher, organizes special workshops for students, works with faculty in evaluating the program, and acts as a spokesperson for the program.

Northeastern Illinois University

Northeastern Illinois University provides Field Experience Education (FEE) for its students through a coordinated, decentralized system using the academic departments and the Field Experience Resource Center. The academic departments are directly responsible for the planning, supervision and evaluation of the individual FEE programs. The resource center's responsibilities include coordinating the information flow and providing support services, such as brochures, a directory of FEE options, a library of information, and seminars and workshops for students and faculty.

Nearly all academic departments offer FEE options. Presently there are more than 300 field sites and others are being explored. FEE programs are highly individualized and usually involve a learning contract agreed upon by the student, faculty advisor and agency supervisor.

Northeastern Illinois' Program for Interdisciplinary Education (PIE) allows for the design of internships on an inter-departmental basis. This structure allows for creative definition of internships for several non-traditional degree programs as well as for alleviating faculty overload in any one department. For example, an intern in a marketing position may have learning goals which are primarily related to communications skills; therefore, the student might work with a faculty advisor in the speech or English department.

Sangamon State University

Sangamon State University and its Applied Study Term (AST) were both established in 1969. As a senior university with a student population comprised of juniors, seniors, and graduate students, this liberal arts institution combines innovative and traditional academic programs.

The AST is a supervised learning experience required of all undergraduate students in which theories are applied to working situations. Since Sangamon State is Illinois' public affairs university, most AST experiences take place in business, government, or community service, although some students choose to explore other fields. While each student must complete at least eight semester hours of AST credit for graduation, scheduling options are quite flexible and can even be adapted to fit the needs of students already employed in career positions.

Before obtaining their field assignments, students prepare a proposal and a detailed learning contract outlining specific learning objectives and providing details on how these will be accomplished. Readings, research papers, and other learning exercises may be required by the Applied Study faculty, the student's advisor and the field supervisor. All students must maintain a comprehensive daily journal throughout the AST and are required to attend specific campus seminars.

Sangamon State stresses the importance of a formalized, self-evaluation of the AST experience; faculty and AST field supervisors also assess the student's performance. Based on these evaluations, the student and the faculty advisor then discuss the experience in terms of its impact on the student's educational planning process.

Scripps College

The Humanities Internship Program (HIP) at Scripps College developed in response to student requests for more integration of the world of work with their college experiences. While providing students with an opportunity to gain work experience in a field of interest, HIP equally emphasizes the academic aspects.

Sophomores, juniors, and seniors in all disciplines are eligible to apply to the internship program. Participants are chosen on the basis of their academic performance, their potential to benefit from the program, and faculty recommendations. Each intern's career interests and job skills are considered as are the needs of potential sponsors when pairing students with employers.

In addition to the time spent at the internship location, interns attend weekly seminars and meetings at Scripps, prepare weekly journals, and produce a final report to earn three credits for their internship.

Through the forum of seminars, students study contemporary and traditional works from the humanities and relate the content to their personal internship experiences. In recent semesters, the seminar syllabus included units on women and work, work as worship, capitalism and socialism, and work ethics. Within the context of these seminars, students have the opportunity to compare the ideas expressed in literature with their actual work experiences.

Swarthmore College

Swarthmore College's externship program, the first of its type, offers students brief, in-depth exposure to specific careers. In the past ten years, the program has grown from sixteen student participants to over one hundred.

During spring break, sophomores and juniors work with an alumnus in the career field that the student plans to enter. These positions range from opportunities in applied psychology, educational and cable television, to those in business, law, and computer systems. Alumni who sponsor the students may be located in the Philadelphia area or around the country.

The career counseling office, in conjunction with the alumni council, interviews interested students and then matches them with alumni sponsors according to location and position preferences. Following this match, students and alumni work together in planning the spring Extern Week. Advance planning of projects is encouraged to ensure maximum benefit from this experience. Many times an extern experience affects the remainder of a student's college career by either enhancing or diminishing interest in the proposed field.

Texas A&M University

Texas A&M students with GPAs above 2.5 are eligible to participate in the co-operative work-study program (co-op) for liberal arts students. This program, designed for sophomores and above, includes semesters of work and of study. In the work semesters, students work full-time and do not attend classes. While it is possible to alternate work and class terms, students usually opt for more class semesters.

Positions available to students are selected both to highlight the applied aspects of their major field of study and to allow them to investigate career fields of interest. Jobs involve responsible work; employers are asked not to create busy work for students but instead to offer them actual positions. Students have held jobs in technical writing, personnel, marketing, and law firms and government offices. They have also worked as juvenile probation officers, legal assistants, social researchers with the Corps of Engineers, and archaeological assistants with the State Highway Department.

It has been relatively easy to locate employers willing to offer jobs to students. It is somewhat more difficult initially to gain student participation. Once a student has worked one semester, however, it is extremely likely he or she will opt to do so again. Furthermore, employers have been satisfied with students' performances and tend to continue offering positions to other students. The College of Liberal Arts requests that students both be taught and supervised on the job, and that they run the same risk of dismissal due to poor performance as do other employees. Ultimately, the value of the co-op program can be judged by the considerable success in career placement of these students upon graduation, often with the firms with which they worked.

Washington Center for Learning Alternatives

More and more, arts and sciences departments in colleges and universities are offering options to students linking the classroom with the world of work. While finding the internship idea compelling, these departments, as well as the institution, often lack the ties with business and government sectors necessary for arranging and monitoring internships.

In 1975, the Washington Center was founded to serve students wanting to combine learning and work experience in the nation's capital with academic credit from their own universities. The center places approximately 800 students from more than 300 institutions per year in closely monitored semester-long internships in the government, public interest groups, communication organizations, private industry, and trade associations.

The Washington Center received a grant in 1982 from the John D. and Catherine T. MacArthur Foundation to increase the number of undergraduate internships and related seminars for humanities students. Students who participate in the Washington Center's program not only mature and gain a wider perspective on the workings of government and on post-graduate career opportunities, but they also return to campus with a renewed interest in their studies and have a positive effect on other students.

NON-TRADITIONAL STUDENTS

De Paul University

The School for New Learning at De Paul University was established in 1972 as an alternative college level program for adults. By design, the school serves the particular educational needs of individuals over 24 years of age, many of whom are working and already have significant employment and educational experience.

The School for New Learning is unlike traditional higher education in several respects. Students develop their own program of study, with credit awarded for those competencies the student can demonstrate, regardless of how they are acquired. The goal of the program is to equip students with the skills, knowledge, and attitudes which, together with the competencies already learned, enable them to reach their potential as educated persons in contemporary society.

The School for New Learning program focuses on five areas of competence which cut across traditional academic disciplinary boundaries. They are the world of work, communications and interpersonal relations, the human community, quality of life, and lifelong learning. Many students, after successfully participating in this program, decide to continue their education and earn bachelor's degrees in the liberal arts.

Douglass College, Rutgers University

The Black Alumnae Network at Douglass College, implemented in 1980, was designed to serve as a support network between black alumnae and black students, both for those entering their first career and for those considering a career change. Resulting from an idea of the dean of the college as a means of better utilizing Douglass' resources, a special research committee identified appropriate alumnae and contacted them, requesting their participation in the program.

The Black Alumnae Network is comprised of academic, social, and community oriented components. Alumnae participate in activities ranging from tutoring, hosting student and alumnae receptions, and becoming active in outreach efforts such as recruitment of high school students. Others serve as extern sponsors, guest panelists, and workshop facilitators. One other important function is the role members of this network play in advising students and other alumnae about career choices and graduate school options.

In conjunction with the development of this program, the Black Alumnae Resource Bank was formed. Modeled after the Douglass Alumnae Resource Bank, this collection of questionnaire responses informs the coordinating office of the manner in which each alumna agrees to participate. It also serves as the file perused by individuals seeking

one-to-one advice or information. The success of the program thus far can be attested to by the turnout at the first meeting of the Black Alumnae Network which over 100 alumnae attended.

Jackson State University

Jackson State University has developed special postsecondary educational programs for displaced homemakers, welfare recipients, and disadvantaged youth. These programs are characterized by special vocational training, evening and weekend classes, and extension services. Students receive microcomputer training in each program to increase their marketability for employment.

While much of the program centers on the learning of skills directly related to specific types of jobs, emphasis is also given to skills gained through liberal arts courses. For example, while students study computers or fundamental business concepts, the curriculum is enhanced by English and math courses.

Over 400 persons have participated in this program since its establishment five years ago. So far, 95 percent of those participants who have completed the program have secured unsubsidized employment positions with the aid of the continuing education staff. Much of the funding for this program has been received from the federal government through the Comprehensive Employment and Training Act.

Marymount Manhattan College

In the spring of 1974, Marymount Manhattan College received a grant from The Andrew W. Mellon Foundation to develop a management program for women undergraduate students as part of their career development. This honors program offers study and training in the management process within the liberal arts curriculum. While working on a selected major in the liberal arts, students participate in honors management seminars to develop an awareness of management principles and career opportunities, and in honors labs to gain experience and practical application of management skills through team projects. In addition, internships in the field provide an opportunity for further experience and analysis of management skills.

Marymount Manhattan has also implemented a special program providing higher education for students who have academic potential but require further preparation and financial assistance. The program, funded by the New York State Higher Education Opportunity Program, supplies supportive services such as developmental courses, tutorial work, counseling, and financial aid.

College of New Rochelle

The School of New Resources at the College of New Rochelle is a degree program directed to adults who have never had the opportunity to begin or complete higher education. Since older students often feel insecure about the prospect of returning to school, New Resources addresses this problem by stripping education of its procedural shortcomings. Its admissions policy stresses exit rather than entrance requirements, and its curriculum is based on the assumption that adults have learned a great deal through their experiences on the job, at home, and in the community. Thus the program awards academic credit for educationally valid life experiences.

The School of New Resources, enrolling approximately 3,500 students, is the largest academic unit of the college. More than 80 percent of its students are women, with an average age of 38.

Students can complete all the coursework in the 120 credit Bachelor of Arts degree program through New Resources courses. Most credits are earned in six-credit seminars which meet once a week for 3 hours during the 18 week term. To maximize student involvement, class enrollment is limited to 18 students. Students pursue an interdisciplinary, liberal arts program, which requires completion of 90 credits in liberal arts areas. Although the program does not offer traditional majors, it does list the seminars by discipline.

CURRICULAR INNOVATIONS

University of Denver

Both the college colloquium and the discovery programs at the University of Denver help students adjust to college life while preparing them for life after college.

Offered to new students during the fall quarter, the colloquium course may be taken for one hour of academic credit. It is designed to provide new students with insights into the purpose of a liberal education and to assist in relating studies to personal interests and needs. The colloquium also focuses on setting goals and identifying appropriate means to achieve them while it familiarizes students with University resources. The text used in this course is a specially prepared collection of information and readings about university life and the University of Denver in particular.

About 200 students enroll in the colloquium each year, and small group sections comprised of twelve to fifteen students, a member of the faculty, upperclass or graduate students, and staff members meet once a week. These small groups encourage dialogue among the participants on the nature, purpose, and meaning of a liberal education.

The discovery program is designed to reinforce students' commitment to a liberal arts education by showing them the applicability of liberal arts as a good preparation for the future. Intended as a four-year experience, the program is flexibly structured to accommodate the particular needs of each individual, and aims to put students in touch with the right resources at the right time. One aspect of this program matches students with faculty members or staff persons with whom they meet regularly, and also with an upperclass student who serves as a peer counselor. Another component introduces students to the extensive resources of the Office of Career Counseling. Students themselves determine the extent of involvement within this program, both in terms of time and the various options in which they will participate.

University of Kansas

The School of Business at the University of Kansas has long recognized the importance of the humanities in providing students with the aesthetic, historical, and philosophical perspectives needed for a career in business. Majors are required to take fourteen to eighteen hours of study in English and the humanities. Students may choose from 35 concentrations, ten in the humanities, to complete their program electives.

With the support of a grant from the National Endowment for the Humanities, the College of Business and the College of Liberal Arts and Sciences have developed six new humanities sequences which are of particular interest to future managers and which enrich the available optional concentrations. These are business and philosophy, business and history, business and English, language and Foreign Area Studies, junior/senior honors seminars, and a communications clinic for business majors.

Another aspect of the University's efforts to reduce the barriers between professional schools and liberal arts programs is the professors-in-residence program in which a humanities professor and a business professor serve a semester in residence at the other's college.

Mount Vernon College

A new interdisciplinary major within the arts and humanities program at Mount Vernon College was established to blend the professional aspects of the arts and humanities with the liberal curriculum generally pursued. The major, called "Arts and Humanities: Cultural Management and Human Creativity," enables students to acquire competency in the management of cultural institutions, awareness of career opportunities, and professional outlets for their intellectual and artistic development.

The two themes of cultural management and human creativity are interwoven both within the formalized studies and in practical application. The creative component requires students to produce substantial works of art or criticism; at the same time, expanded course offerings in the fine and liberal arts permit students to study the entire realm of creativity. Since the management component focuses upon the management of cultural organizations, students draw upon the curriculum of the College's other professional programs, particularly businesss administration, communications, and public affairs and government. A new course, "Arts and Humanities Mangement," provides specific background for this field. A practical option recently incorporated into this program is an internship opportunity within the field of arts management.

Pennsylvania State University

One of nine non-major options offered at Pennsylvania State University, the business/liberal arts non-major option provides students with an integrated understanding of the relationship and applicability of a liberal arts degree to the business world. The benefits of the option are both educational and practical, since the option may be combined with any major. Students majoring in the liberal arts who choose the business option take a minimum of 27 credits in business or business-related courses. This includes one prescribed course in accounting and two in economics. Other supporting courses, such as speech, can fulfill

requirements for both the major and the option. Completion of the option is recognized by a certificate from the dean of the College of Liberal Arts at graduation, and a notation is also made on the student's academic transcript.

Pennsylvania State officially opened its business/liberal arts non-major option in the spring of 1981. By the fall of that year, the option had enrolled over 130 students, and the numbers have since continued to climb. Three important factors--student demand, flexible requirements, and inter-college cooperation--have contributed to the program's success.

Rice University

With support from The Andrew W. Mellon Foundation, Rice University has developed a program for the humanities student interested in a career in business.

The Joint Venture Program is an integrated effort preparing humanities majors with knowledge of and experience in business, while informing the corporate community of the qualifications of these students. One aspect of the Joint Venture Program acquaints students with the corporate world by placing them in internships with Houston area businesses. Every effort is made to match the requirements of the position with the background and interests of the student, and to assign the intern to work with an individual with signficant responsibility. In addition to working one day per week for twelve weeks, the student attends a weekly seminar on related business topics.

Following the internship, students attend a six-week summer institute designed and conducted by the Jesse H. Jones School of Administration at Rice. The summer institute deals with functional activities of the business enterprise, principal elements of the business environment, and basic tools of management. These courses emphasize how and why business enterprise operates as it does, while concentrating on those skills which are most important to successful managers. A combination of lectures, case materials, readings and guest speakers is employed. The institute is offered to program participants free of charge.

Lastly, Rice actively encourages companies to interview humanities majors, especially those who have participated in the Joint Venture Program, as part of their regular recruiting efforts.

Saint Mary's Dominican College

In searching for a specific way to combine the liberal arts and business, Saint Mary's Dominican College developed a major in arts management. The three-year old major is designed to prepare students to work in a managerial capacity in art galleries and art museums. An

advisory board from the New Orleans art community assisted the college in developing the curriculum currently being followed at Dominican.

The arts management major consists of several components. It combines study in art history with a special minor sequence in business administration. Students also take a brief survey in studio techniques covering the area of painting, sculpture, drawing, design, printmaking and water color. The synthesis course and seminar series pull together the material gained in these components while encouraging analysis of the intellectual and socio-economic relationships between the artist, gallery, museum, collector and critic. Students also gain a background in some of the more practical aspects of arts management, such as fund-raising, cataloging and care of objects. The arts management major culminates, as do all majors at Dominican, in a semester-long internship. Arts management students fulfill their internship requirements in an art gallery or museum, supervised jointly by a member of the Dominican College arts faculty and a management level employee of the arts organization.

University of South Carolina

Established in 1975 jointly by the departments of history and art history, the graduate program in applied history at the University of South Carolina provides comprehensive training for historians who plan professional careers with archives, museums, preservation agencies, and historical societies. Students may elect applied history as a primary field for the degree of Master of Arts in either history or art history or as a secondary field for the degree of Doctor of Philosophy in history. The two-year program offers courses in historical editing, museology, and historic preservation while also stressing interdisciplinary training in one specialization of applied history. Students put their classroom knowledge to use in a series of practicums and internships in public and university historical agencies, governmental organizations, and businesses. A master's thesis generally evolves out of the semester-long internship.

The existence of the applied history program at the graduate level and its success to date has sparked debate over implementing a similar program at the undergraduate level. In determining the feasibility of such a program, the history department must not only examine its curriculum but also assess the value of implementing such a program at the undergraduate level since an advanced degree is generally required in this particular field.

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VI. INDEX

Alexander, Marianne Ellis, **Goucher College**, 33
Alma College, Daniel W. Behring, 20
Alverno College, Sister Celestine Schall, 24
Bates College, Margaret Rotundo, 28
Beck, Lawrence, **Chemical Waste Management, Inc.**, 5
Behring, Daniel, **Alma College**, 20
Bethlehem Steel Corporation, Michael Hubbard, 16
Birmingham-Southern College, Rollin J. Watson, 28
Boggs, Lindy, **U.S. House of Representatives**, 6
Bolton, Philip, **Mount Vernon College**, 42
Braun, Carl M., Jr., **Lykes Brothers Steamship Company, Inc.**, 7
Brocksbank, Robert W., **Mobil Oil Corporation**, 8
Browning, Barton W., **Pennsylvania State University**, 42
Bryant, Joyce, **Household International**, 10
Canavan, Jack, **International Business Machines, Inc.**, 11
Carleton College, Myila Urban, 29
Carnegie Foundation for the Advancement of Teaching, Arthur Levine, 17
Charleston, College of, Frank D. van Aalst, 20
Chemical Waste Management, Inc., Lawrence Beck, 5
Cincinnati, University of, Helga Daley, 32
Clark College, Jennye T. Harland and Betty S. McNair, 29
College Placement Council, Inc., Jesse M. Smith, Jr., 18
College Venture Program, Susan Stroud, 32
Connors, John J., **Sears, Roebuck and Company**, 12
Daley, Helga, **University of Cincinnati**, 32
Davidson College, Kenneth N. Wood, 33
Deere and Company, Curtis Tarr, 19
Denver, University of, Roscoe Hill, 41
De Paul University, David Justice, 38
Donovan, Jerry, **International Business Machines, Inc.**, 13
Douglass College,Rutgers University, Sandra Jenkins-Gaines, 38
Dowd, Sister Ruth, **College of New Rochelle**, 40
Dueitt, Sue, **Middle South Services**, 14
Dunston, Nancy A., **The Fidelity Bank**, 15
Ferriot, Joanne C., **Saint Mary's Dominican College**, 43
The Fidelity Bank, Dunston, Nancy A., 15
Fitch, H. Gordon, **University of Kansas**, 41
Garvey, Susanne, **Washington Center for Learning Alternatives**, 37
Gettysburg College, Denise Dwight Gingrich, 25
Denise Dwight Gingrich, **Gettysburg College**, 25
Goucher College, Marianne Ellis Alexander, 33
Gustavus Adolphus College, Patricia A. Hamm, 25
Hamm, Patricia A., **Gustavus Adolphus College**, 25
Handy, Norman W., **Jackson State University**, 39
Harland, Jennye T., **Clark College**, 29
Harper, Nancy, **University of Iowa**, 21
Hill, Roscoe, **University of Denver**, 41
Hood College, Darcey M. Poole, 30
Household International, Joyce Bryant, 10
Hubbard, Michael, **Bethlehem Steel Corporation**, 16

Indiana University, Carol Shiner, 24
Indiana University, Carol Wagner, 24
International Business Machines, Inc., Jack Canavan, 11
International Business Machines, Inc., Jerry Donovan, 13
Iowa, University of, Nancy Harper, 21
Jackson State University, Norman W. Handy, 39
Jenkins-Gaines, Sandra, **Douglass College,Rutgers University**, 38
Jones, Thomas B., **Metropolitan State University**, 22
Jordan, Leroy, **Sangamon State University**, 35
Jordan-Cox, Carmen A., **Spelman College**, 23
Justice, David, **De Paul University**, 38
Kansas, University of, H. Gordon Fitch, 41
Katz, Judith Kapustin, **Swarthmore College**, 36
Kaufman, Donald G., **Miami University**, 26
Keyes, Sister Anne Marie, **Marymount Manhattan College**, 39
Levine, Arthur, **Carnegie Foundation for the Advancement of Teaching**, 17
Lutes, Candida J., **Texas A&M University**, 36
Lykes Brothers Steamship Company, Inc., Carl M. Braun, Jr., 7
Macala, Joan, **Northeastern Illinois University**, 34
Marymount Manhattan College, Sister Anne Marie Keyes, 39
McNair, Betty S., **Clark College**, 29
Metropolitan State University, Thomas B. Jones, 22
Miami University, Donald G. Kaufman and Clayland H. Waite, 26
Middle South Services, Sue Dueitt, 14
Min, Yungwha, **Union College**, 31
Mobil Oil Corporation, Robert W. Brocksbank, 8
Molder, Robert P., **Rice University**, 43
Mount Vernon College, Philip Bolton, 42
New Rochelle, College of, Sister Ruth Dowd, 40
Newhouse, Margaret, **Scripps College**, 35
Northeastern Illinois University, Joan Macala, 34
Oliviero, Toni, **Wheaton College**, 26
Pennsylvania State University, Barton W. Browning, 42
Phelps, Thora, **St. Olaf College**, 30
Poole, Darcey M., **Hood College**, 30
Rice University, Robert P. Molder, 43
Rotundo, Margaret, **Bates College**, 28
Saint Mary's Dominican College, Joanne C. Ferriot, 43
St. Olaf College, Thora Phelps, 30
Sangamon State University, Leroy Jordan, 35
Scardaville, Michael C., **University of South Carolina**, 44
Schall, Sister Celestine, **Alverno College**, 24
Scripps College, Margaret Newhouse, 35
Sears, Roebuck and Company, John J. Connors, 12
Shiner, Carol, **Indiana University**, 24
Smith, Jesse M., Jr., **College Placement Council, Inc.**, 18
South Carolina, University of, Michael C. Scardaville, 44
Spelman College, Carmen A. Jordan-Cox, 23
Stroud, Susan, **College Venture Program**, 32
Swarthmore College, Judith Kapustin Katz, 36
Tarr, Curtis, **Deere and Company**, 19
Texas A&M University, Candida J. Lutes, 36
Union College, Yungwha Min, 31
U.S. House of Representatives, Lindy Boggs, 6

Urban, Mylla, **Carleton College**, 29
van Aalst, Frank D., **College of Charleston**, 20
Wagner, Carol, **Indiana University**, 24
Waite, Clayland H., **Miami University**, 26
Washington Center for Learning Alternatives, Susanne Garvey, 37
Watson, Rollin J., **Birmingham-Southern College**, 28
Wheaton College, Toni Oliviero, 26
Wood, Kenneth N., **Davidson College**, 33